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STANDARDS	PROPOSED CHANGES TO RULES	COMMENTS
Draft 2014		
10.58.508 ELEMENTARY	**10.58.508 ELEMENTARY**	
(1) The program requires that successful candidates:	(1) The program requires that successful candidates:	
(a) demonstrate knowledge and understanding and use the major concepts, principles, theories, and research related to the development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation;	(a) demonstrate knowledge and understanding of ~~and use~~ the major concepts, principles, theories, and research related to the development of children and young adolescents and apply these understandings to construct learning opportunities that support individual students' development, acquisition of knowledge, and ~~motivation~~ engagement in learning; and	
(b) demonstrate knowledge and understanding and use the central concepts as outlined in Montana's student content and performance standards, tools of inquiry, and structures of content for students across grades K-8 and can engage students in meaningful learning experiences that develop students' competence in subject matter and skills for various developmental levels. Candidates:	(b) demonstrate knowledge, ~~and~~ understanding, and use of the central concepts as outlined in Montana~~'s student c~~Content ~~and performance s~~Standards, tools of inquiry, and structures of content for students across grades K-8 and ~~can~~ engage students in meaningful learning experiences that develop students' competence in subject matter and skills for various developmental levels.	
(i) demonstrate a high level of competence in the use of English language arts and demonstrate knowledge, understanding, and use concepts from reading, language, literature, and child development to teach reading, writing, speaking, listening, and thinking skills, and to help students successfully apply their developing skills to many different situations, materials, and ideas;	~~(i) demonstrate a high level of competence in the use of English language arts and demonstrate knowledge, understanding, and use concepts from reading, language, literature, and child development to teach reading, writing, speaking, listening, and thinking skills, and to help students successfully apply their developing skills to many different situations, materials, and ideas;~~ (2) The program requires that successful candidates:	

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	(a) demonstrate knowledge and understanding of theory and research and apply knowledge in the areas of language, speaking and listening, reading and writing processes, literature, print and non-print texts, and technology; and plan, implement, assess, and reflect on English/language arts and literacy instruction that promotes critical thinking, and creative engagement;	
(ii) demonstrate knowledge and understanding of and use the fundamental concepts in the subject matter of science, including physical, life, earth, and space sciences, as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, including American Indian scientific contributions, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific literacy;	~~(ii)~~ (b) demonstrate knowledge, ~~and~~ understanding, and use of the fundamental concepts ~~in the subject matter of science, including~~ of physical, life, earth, and space sciences to design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, to convey the nature of science, the concepts in science and technology, the history and nature of science, including scientific contributions of American Indians and tribes in Montana, ~~the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific literacy~~;	
(iii) demonstrate knowledge and understanding of and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra, in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and deal with data;	~~(iii)~~ (c) demonstrate knowledge and understanding, ~~of~~ and use of the major concepts~~,~~ and procedures~~, and reasoning processes of mathematics~~ that define number ~~systems~~ and ~~number sense,~~ operations, algebra, geometry, measurement, data analysis ~~statistics~~ and probability ~~and in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and deal with data;~~ to engage elementary students in problem solving, reasoning, constructing arguments, communication, connections, and representation;	

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(iv) demonstrate knowledge and understanding of and use the major concepts and modes of inquiry from the social studies, the integrated study of history, government, geography, economics, and an understanding of the social sciences (e.g., anthropology, archaeology, psychology, and sociology), and other related areas (e.g., humanities, law, philosophy, religion, mathematics, science, and technology), to promote students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world, including meeting the requirements of 20-1-501, MCA;	~~(iv)~~(d) demonstrate knowledge and understanding, and use of the major concepts and modes of inquiry from the social studies, the integrated study of history, government, geography, economics including personal financial literacy, and an understanding of the social sciences ~~(e.g., anthropology, archaeology, psychology, and sociology),~~ and other related areas ~~(e.g., humanities, law, philosophy, religion, mathematics, science, and technology),~~ to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society, including the cultural diversity of American Indians and tribes in Montana, and interdependent world. ~~, including meeting the requirements of 20-1-501, MCA~~;	
(v) demonstrate knowledge and understanding of and use the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among students;	~~(v)~~(e) demonstrate knowledge, ~~and~~ understanding, ~~of~~ and use of the content, functions, and achievements of the performing arts (dance, music, theater) and the ~~several~~ visual arts as primary media for communication, inquiry, perspective, and engagement among elementary students;	
(vi) demonstrate knowledge and understanding of and use the comprehensive nature of students' physical, mental, and social well-being to create opportunities for student development and practice of skills that contribute to health enhancement; and	~~(vi)~~(f) demonstrate knowledge, ~~and~~ understanding, ~~of~~ and use of the ~~comprehensive nature of students' physical, mental, and social well-being to create opportunities for student development and practice of skills that contribute to health enhancement~~; major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health;	
	(g) demonstrate knowledge, ~~and~~ understanding, ~~of~~ and use of human movement and physical activity as central elements to	

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	foster active, healthy life styles and enhanced quality of life for elementary students.	
(vii) demonstrate knowledge and understanding of and use interdisciplinary connections to integrate subject matter contents, employing inclusive ideas and issues that engage students' ideas, interests, concerns, and experiences;	~~(vii)~~ (3) The program requires that successful candidates:	
	(a) demonstrate knowledge, ~~and~~ understanding, ~~of~~ and use of interdisciplinary connections to integrate subject matter content~~s~~, employing inclusive ideas and issues that engage elementary students' ideas, interests, concerns, and experiences;	
(c) plan and implement instruction based on knowledge of individual students, learning theory, subject matter, curricular goals, and community. Candidates:	~~(c)~~(b) plan and implement instructional strategies based on knowledge of individual students, learning theory, ~~subject matter~~ content, connections across the curriculum, curricular goals, and an understanding of community;	
(i) demonstrate understanding of how students, within different populations, including Montana American Indians, differ in their development and approaches to learning and create instructional opportunities that are adapted to diverse learners;	~~(i)~~(c) demonstrate understanding of how elementary students, within different populations, including ~~Montana~~ American Indians and tribes in Montana, differ in ~~their~~ development and approaches to learning, and ~~create~~ demonstrate the ability to differentiate instruction~~al opportunities strategies that are adapted to diverse learners~~ for learners of all cognitive abilities;	
(ii) demonstrate understanding of and use a variety of teaching routines and strategies that encourage students' development of critical thinking, problem solving, and performance skills, including the	~~(ii)~~(d) demonstrate ~~understanding of~~ knowledge of proven instructional ~~and use a variety of teaching~~ ~~routines and~~ strategies and use this knowledge to ~~that encourage~~ develop elementary students' ~~development~~ ability to ~~of~~ use critical	

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appropriate use of current and emerging technologies;	thinking, problem solving, and ~~performance skills, including the appropriate use of~~ current and emerging technologies;	
(iii) apply knowledge and understanding of individual and group motivation and behavior among students to develop active engagement in learning, self motivation, and positive interaction and to create supportive learning environments; and	~~(iii)~~(e) ~~apply~~ demonstrate knowledge and understanding of individual and group motivation and behavior ~~among students~~ and apply this knowledge and understanding to ~~develop~~ foster active engagement in learning, self-motivation, and positive interaction, and to create supportive learning environments; ~~and~~	
(iv) apply knowledge and understanding of effective verbal, nonverbal, and electronic communication techniques to develop inquiry, collaboration, and supportive interaction;	~~(iv)~~(f) ~~apply~~ use knowledge and understanding of effective verbal, nonverbal, and ~~electronic~~ media communication techniques ~~to develop~~ in elementary learning environments to foster active inquiry, collaboration, and supportive interaction among students; and	
(d) demonstrate knowledge and understanding of and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social-emotional, and physical development of each student.	~~(d)~~(g) demonstrate knowledge and understanding of ~~and use formal and informal~~ formative and summative assessment strategies and use this knowledge and understanding to evaluate and ensure the continuous intellectual, social-emotional, and physical development of ~~each~~ elementary students.	
(History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)		